TASK ADAPTATION PROTOCOL:

Review Tool for
Evaluating & Adapting Assessments

1. Does the assessment address a performance indicator from Maine's *Learning Results* at your designated grade span and content standards, or could it be made to? Please list the indicator(s) on the worksheet. (If "no" would the assessment be an appropriate formative assessment for a precursor skill or concept?)

2. Does the assessment reflect the indicator(s) as described in national standards documents for your discipline, whenever possible?

3. Is the "cognitive demand" of the assessment at the same level as that in the performance indicator? Using a Bloom's word list for reference, is the level of difficulty for the assessment the same as the level of difficulty suggested by the wording of the performance indicator?

YES	NO
Consider opportunity to demonstrate concepts <u>and</u> skills ↓	Suggest revisions to the assessment so that its level of rigor or difficulty matches the level suggested by the wording of the performance indicator. The assessment needn't employ the same words as the indicator but must reflect the same level of cognitive demand. The Bloom's word list may be helpful.

4. Does the assessment provide students the opportunity to demonstrate the concepts of your discipline <u>and</u> to apply the skills?

NA	YES	NO
not applicable - briefly explain on worksheet	Consider the openness of the assessment ↓	Suggest revisions to the assessment so that it requires students to apply the skills of your discipline

5. Is the assessment open enough to require student choice about strategy or solution without diminishing or changing the content? Is there more than one appropriate solution or response and/or more than one appropriate approach?

NA	YES	NO
not applicable -briefly explain on worksheet	Consider the appropriate place for the assessment in the instructional sequence	Suggest revisions to the assessment to provide students the opportunity to make choices about their approach to the assessment and/or so that the assessment has more than one appropriate solution or response.

6. Does the assessment represent the culmination or synthesis of instructional experiences? Does it provide the opportunity to apply knowledge and skills developed through curriculum and instruction? Can it serve as a formative assessment to inform instruction or as a summative assessment to draw conclusions about achievement?

YES	NO
Consider how interesting or engaging the assessment will be for students. ↓	Suggest revisions to the assessment so that it can serve as a culminating activity OR recommend that it be used for instructional, rather than assessment, purposes.

7. Will the context of assessment be engaging and appealing to students? Is the content or context familiar or relevant?

YES	NO
Consider the expectations of the assessment compared to Maine students backgrounds.	Suggest revisions to the assessment so that it addresses a topic or situation that is familiar and of interest to your students – consider suggesting a well known "real world" setting or changing the names so that the assessment involves familiar people (or the students' themselves). Draw on topics from popular culture, current events, school or community life to make the task relevant and engaging to your students. Be sure to maintain the content requirements of the task and adapt only the context.

8. Is the assessment realistic in its requirements regarding students' content knowledge, background, and experiences? Is it developmentally appropriate?

YES	NO
Consider the assessment's accessibility to all students. ↓	Suggest revisions to the assessment so that it is suitable for your students while maintaining the alignment established in earlier steps. Consider changing the context of the task or providing students with additional background information, (e.g., definitions, examples, and formulas).

9. Does the assessment provide entry for all students?

YES	NO
Consider opportunity for extensions ↓	Suggest revisions to the assessment creating "scaffolding" or initial steps that will be accessible to all students. These additions should make it possible for all students to *get started.*

10. Does the assessment provide an opportunity to extend or demonstrate sophistication?

YES	NO
Consider the reading/writing "burden". ↓	Suggest revisions to the assessment, adding specific prompts inviting students to "go further" by providing additional examples, comparing to other ideas or situations, or stating in other ways. Consider asking students to use the targeted skills and knowledge at a higher level of cognitive demand (see Bloom's) and/or to demonstrate the concept/skill as described in the next grade span's performance indicators. If multiple solutions/strategies are possible, be sure that one or more of them allows for sophistication.

11. Does the assessment require an appropriate level of reading or writing in order to be successful?

YES	NO
Consider ways in which the assessment is equitable. ↓	If the assessment requires more reading or writing than is appropriate for a developmental level OR than is necessary to demonstrate the particular knowledge or skills that it is addressing – suggest revisions to the assessment to reduce the reading/writing requirements OR develop/suggest strategies to support individuals' for whom the reading/writing will be an inappropriate challenge, unrelated to the targeted content, concepts, or skills of the assessment.

12.　　Is the assessment free of any language or references which represent a bias?

YES	NO
Consider the assessment's appearance ✖	Suggest revisions to exclude any descriptions, terms, or references that represent a stereotype or bias against any group or individual.

13.　　Is the assessment visually appealing and easy to follow?

YES	NO
Consider whether the assessment needs/has a standards based rubric and scoring guide ✖	Suggest revisions or reformatting to make the assessment easy to read and follow, to include images/pictures that might enhance the appearance, to break up the requirements/expectations, and/or to highlight high priority steps or aspects. If appropriate, suggest forms, worksheets, and/or templates that might accompany the assessment.

14. Does the assessment include a rubric and scoring guide based on the selected performance indicator(s) and including specific descriptions of four levels of performance (not meeting, partially meeting, meeting, and exceeding)?

NA	YES	NO
not applicable – briefly explain on worksheet	Ready for students!	Use "Guidelines for Drafting Rubrics and Scoring Guides" and "Rubric and Scoring Guide Template" to suggest the criteria and "meets the standards" and "exceeds the standards" descriptors for the assessment.

15. What assessment type is this assessment? (See Discipline Specific Assessment Type Specifications)

ASSESSMENT REVIEW WORKSHEET

Complete one worksheet for each assessment reviewed. Please record your <u>detailed</u> suggestions in the spaces provided below. Please include <u>specific</u> wording and/or other <u>specific</u> suggestions wherever possible.

Source/location of assessment: _____

Assessment type and title or identifier: _____

Performance indicator(s) addressed by the assessment (note content standard(s) and grade span):

1. Suggestions for improving the assessments alignment with the identified performance indicators.

2. Suggestions for enhancing the content/concepts as described in the national standards documents for your discipline, whenever possible.

3. Suggestions for establishing alignment in cognitive demand.

4. Suggestions for including content <u>and</u> process skills (if possible).

5. Suggestions for enhancing the openness of the assessment.

6. Suggestions for making the assessment suitable as the culminating activity of an instructional unit.

7. Suggestions for making the context of the assessment more engaging and appealing.

8. Suggestions for making the assessment more appropriate for your students' background and knowledge.

9. Suggestions for providing entry (a place to start) for all students.

10. Suggesting for providing opportunity to extend or demonstrate sophistication.

11. Does the assessment require an appropriate level of reading or writing in order to be successful?

12. Suggestions for eliminating biased language or references.

13. Suggestions for improving the assessments format/clarity and visual appeal.

14. Attach rubric template with suggested criteria and descriptors.

15. What assessment type is this assessment? (See Discipline Specific Assessment Types Specifications)